

| | | |
|--|--|---|
| 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. | | |
| Strand: Interpretive Interpersonal Presentational | | |
| <u>Essential Question(s)</u> | <u>Enduring Understanding(s)</u> | |
| Content Statement(s) | CPI # | Cumulative Progress Indicator(s) |
| The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.) | 7.1.NH.A.5 | Demonstrate comprehension of short conversations and brief written messages on familiar topics. |
| | 7.1.NH.B.4 | Ask and respond to questions, make requests, and express preferences in various social situations. |
| | 7.1.NH.C.1 | Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience. |
| Instructional Focus Exploring how climate, geography and culture influence the style of homes in different parts of the target culture and the United States | | |
| Performance Assessment Task Create a multimedia-rich presentation that highlights your home or dream home as the typical American home for entry into an MTV International contest. Show how American products and perspectives are exemplified in your home and how they are similar to and different from products and perspectives of the target cultures. | | |
| Instructional Strategies Click here for input strategies. | | |
| <ul style="list-style-type: none"> ▪ Interpretive mode: Provide students opportunities to practice the interpretive mode through reading, listening, and viewing of authentic materials as related to the home. Students: <ul style="list-style-type: none"> • Read authentic print or online real estate ads. • View videos of homes for sale in the target culture. • Read children's stories related to home life. • Read classroom blogs on the topic of dream homes from the home and target culture. • Read articles or view videos to examine how climate, geography and culture influence where people live. | | |

▪ **Interpersonal mode:**

Provide students multiple opportunities to interact with each other to share information about homes in the home and target culture community.

Students:

- Complete a [Find someone who...](#) activity.
- Complete [informational gap](#) activities.
- Work in pairs or groups to solve a community [tri-omino](#) puzzle.
- [Connect](#) with a target language classroom through [an e-mail exchange](#) or webcam videoconference to exchange information with peers from the target culture about where they live, the types of homes they own or rent, and how they believe weather, geography, and culture influence those choices.
- Participate in [role plays](#).

Provide students opportunities to share knowledge in the target language related to homes for a real purpose to a specific audience.

Students:

- Create a drawing based on oral description.
- [Post](#) to a classroom blog reactions to articles they have read and video clips they have viewed.
- Complete an online survey about choices related to where people live.
- Create a multimedia presentation with images, sounds and /or music that depicts a typical American home.
- Create a [3-D presentation](#) of the home of the future using digital tools.

Hyperlinks:

| Essential Questions: | Enduring Understandings: |
|---|--|
| <p>Interpretive: 6-12: What comprehension strategies do I use when I don't know all the words that I hear and read?</p> <p>Interpersonal: 6-12: What can I do to keep the conversation going?</p> | <p>I will understand that...</p> <p>Interpretive: 6-12: I can use my background knowledge, context clues, and my awareness of cognates, loanwords and word families to get the gist of what I hear and read.</p> <p>Interpersonal: 6-12: If I ask the right questions and give thoughtful responses, I can keep someone talking to me.</p> |

| | |
|--|---|
| Presentational: | I can talk around words that I do not know by using circumlocution (Use of alternate words and expressions to convey meaning or express an idea that is beyond my current ability.) For example, “The place where I buy stamps” for “post office.” Presentational: |
| 6-12: How do I make my message understandable and interesting to my audience? | 6-12: The choices I make in how I organize, edit, rehearse and deliver my message will affect how the message is understood and received. |

Suggested input strategies that promote language acquisition

Use authentic videos and visuals of homes in the United States and the target culture to set the scene and tap into students’ prior knowledge. Ask students to describe the homes they see. Use the information gathered from this task to decide which vocabulary students need to acquire to complete the performance task. To find videos and visuals, enter “home and land sales” in a target language search engine. Exchange home videos with a target culture class through an educational/social networking site. To find out how to connect with a target culture school, click on www.thinkquest.org or www.epals.com.

TPR is an effective strategy to make language understandable to novice students.

Create a game that contains descriptions of rooms of the house. Students identify the room being described by holding up a picture of the room or the word for the room in the target language.

Select an authentic floor plan from the target culture and American culture. Display it using a projector. Students work in pairs with one student facing the projector. Teacher places a cartoon character in one of the rooms. The second student guesses in which room the character is located by asking yes/no questions. To scaffold the activity, the teacher models an exchange with a student and asks two students to model at least one exchange. For students who need additional scaffolding, post skeleton questions in a predetermined location in the classroom.

Teacher describes a home from a picture in the target culture and students draw a picture of it on an individual white board. Teacher shows the picture and students choose the drawings that best represent the original picture.

To assess how well students understand the ads, ask students to create a visual representation from the description.

Prepare questions that will show whether students understand the main idea, supporting details, and can identify some unfamiliar words through the context.

Create a classroom online community using a wiki, voicethread, ning or comparable educational/social community site. Ask students to describe their dream home. Use the information gained from the blog to examine students’ preferences. Scaffold questions while students interpret submissions to the blog: Who prefers a large home? Does John want to live in the city or the suburbs? Which type of home is most popular for students in this class? Who has preferences most like your own? Why? Connect with a target culture classroom. Ask students from the class to post

pictures and descriptions of their home or their favorite home in their neighborhood. Scaffold questions as above. Use the information gathered above to compare and contrast responses from the two cultures.

Select stories that are supported by visuals and repetition of words and phrases.

The *Find someone who...* activity may be put in any language.

| | | | |
|--|--|--|--|
| Lives in a house near the school. | Lives in an apartment far from the school. | Has a relative who lives near the water. | Has a friend who lives near the mountains. |
| Lives in a house with a lot of land. | Has a relative who lives in another country. | Has family members who walk to work. | Has a garden in their backyard. |
| Has family members who take public transportation to work. | Prefers to live in the city. | Has family members who travel more than an hour to work. | Prefers to live in the countryside. |

Students interview classmates with the goal of finding someone in the class who responds affirmatively to the questions. Once they find someone who answers “yes”, they ask that student to sign his/her name in the corresponding box. The teacher decides how many responses students may solicit from the same classmate. Teacher models the exchange with a student and asks two students to model at least one exchange prior to allowing students to work independently.

Informational Gap Activities

- Students work in pairs. The teacher provides students with information about families looking for a home to rent or buy. Students make recommendations for homes to consider based on the information found in authentic real estate ads or video advertisements.
- **Student A** and **Student B** receive different pictures of a home in a target culture country. They compare and contrast the homes in the two pictures by saying what is in the picture they have and asking if their partner’s picture also has one. Both students record what the pictures have in common.

Role Plays

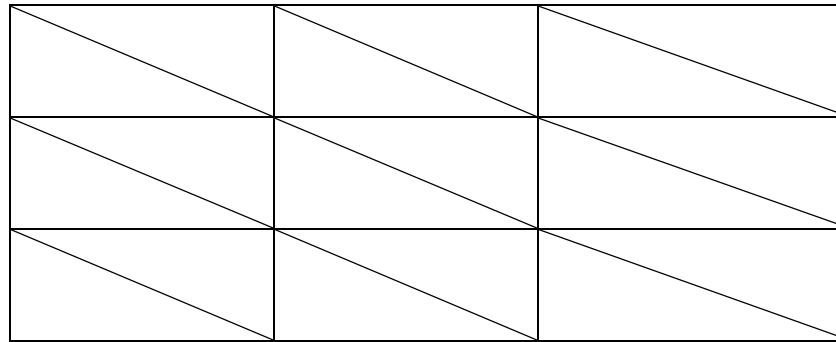
Students are given situations related to renting or buying a home:

- You are considering buying a home in a target culture city. Find out as much as you can about the community and the schools.
- You are a real estate agent in a target culture city. Research the city and find out as much as you can about the community and the schools so that you may share that information with prospective clients.

- You and your family would like to exchange your home for a week for a home in a target culture town. Interview potential families in the target culture. Find out about their home and vacation activities that are available in their area.
- Your family is from a target culture resort area and would like to exchange your home for a week in New Jersey. Share information about your home and area and find out about the homes available for exchange in New Jersey and typical vacation activities in the area.
- You have been invited to participate in a panel discussion about the “green” home of the future. Research efforts to make homes “green” in the target culture and discuss those that you feel could be incorporated in your community.

TRI-ONOMO GRAPHIC ORGANIZER

Teacher creates a tri-omino puzzle. Each line contains a definition or a word in the target language or a picture of a vocabulary word. After cutting up the puzzle into triangle shapes, students are given the puzzle to put together by matching words and definitions or pictures and words.



Connect with a **target culture classroom**. To find a target culture school, click on www.thinkquest.org or www.epals.com. Ask students from that class to complete a target language survey, such as the one below, to find out which places in the community students in that class visit and how often they visit them. Use the information to compare and contrast responses from the two cultures.

| Place | Yes | No | Never | Sometimes | Often |
|------------------|-----|----|-------|-----------|-------|
| Library | | | | | |
| Mall | | | | | |
| Community Center | | | | | |
| Bank | | | | | |
| Church | | | | | |
| Post Office | | | | | |
| Barber's Shop | | | | | |
| Beauty Parlor | | | | | |
| Movie Theater | | | | | |
| Police Station | | | | | |

| | | | | | |
|-----------------|--|--|--|--|--|
| Bus Station | | | | | |
| Fire Station | | | | | |
| Bakery | | | | | |
| Supermarket | | | | | |
| Pharmacy | | | | | |
| Doctor's Office | | | | | |
| Pet Store | | | | | |
| Hospital | | | | | |

Students may use an application such as [Google Sketchup](#).

Some questions to consider: What influence do geography, climate and culture have on where we live? What do homes have in common in the target culture(s)? What do homes have in common across cultures?